

CC#3

Circular Letter No. 221
July 19, 1905

To Teachers of Summer English Classes:--

The work of the summer English classes will begin on Monday July 31. Two courses of study are here outlined, and teachers are expected to follow these courses very exactly. Blanks for keeping a complete record of the attendance and work of each member of your class and for making a weekly report of your class are sent with this letter. These reports must be carefully made and promptly sent to this office.

It is expected that your class will meet twice daily, holding a session of two to two and three-quarters hours both morning and afternoon; the order in which the two classes are to recite, as indicated in Suggestive Program which follows, may well be alternated from week to week. It is possible that in some towns many of the teachers would prefer to have all the class room work come during morning hours throughout the five weeks, in which case you could arrange to have the morning session begin as early as 7 or 7:30, shortening somewhat the time to be given to each group from that suggested in program. In this as well as in other matters affecting this course, you should consult the local Superintendent, who is authorized to make such modifications as may seem desirable.

The books to be used are:--
for the Elementary Course,
El Idioma Inglés, Libro Primer (El I. I.)
Second Book for Non-English Speaking People (B. N. E.)
Hawthorne's Grandfather's Chair (G. C.)

for the Advance Course,
El Idioma Inglés, Libro Primero (El I. I.)
Prince's Courses and Methods (C & M.)
Irving's Legend of Sleepy Hollow (L. S. H.)

SUGGESTIVE PROGRAM

A. M.		Advanced
8:00		Call to order.
8:00	- 8:15	Study period.
8:15	- 9:00	Lesson from El I. I.
9:00	- 10:00	Reading and Conversation (C. & M.)
10:00	- 10:45	Reading, Dictation, Composition, etc. (L.S.H.)
P. M.		Elementary
1:30	-	Call to order.
1:30	- 1:45	Study period.
1:45	- 2:30	Lesson from El I. I.
2:30	- 3:30	Reading and Conversation (B. N. E.)
3:30	- 4:15	Reading, Dictation, Composition, etc. (G.C.)

DIRECTIONS AND COURSES

First Day

Preparatory Lesson

First, get acquainted with your pupils and find out as nearly as possible in what course each should be enrolled; in case of doubt, consider the matter carefully and, if possible, consult with the Superintendent. In some cases it may be advisable to allow a pupil to begin both courses, but this should be done only in very doubtful cases and only for a few days. In general, the division may well be the same as that made during the past school year, teachers who were in Group A taking the Advanced Course and those of Group B the Elementary.

Distribute the books to be used and take receipts from each person. Preserve these receipts till the end of the course, when they may be exchanged for the books named. Assign lessons for the next day and explain how books are to be used.

For the second day in the Elementary Course the lessons are to include the first three lessons of "El Idioma Inglés", it being supposed that the pupils already possess a sufficient knowledge of English to permit them to advance rapidly in this book. On the first day, when this lesson is assigned, the teacher should carefully pronounce aloud every English word of the vocabularies and of the frases and should have all the words pronounced at least two or three times by pupils. Advise pupils to pronounce aloud when studying vocabularies. Give the English equivalents of the names of the Parts of Speech on page 20 and for the terms común, propio, género, número, etc., on following pages, and require pupils to use the English terms at all times. Advise pupils that the Explicación of each lesson is for individual study, but when discussed in class English is always to be used, if possible; that but little time is to be devoted to the Versión, while the Ejercicio is to be translated into the idiomatic English, usually by every member of the class, and repeated until the English can be given rapidly, at sight.

In your regular work with "El Idioma Inglés" follow the suggestions given above. The "Explicaciones" may be made the basis for a brief discussion, questions being asked and answered on each paragraph. In assigning lessons, give the English equivalent for any grammatical terms defined or presented and have these English forms used in all conversation.

Assign first lesson in "Second Book for Non-Speaking People". Read the entire lesson aloud, carefully and distinctly pronouncing every word. Explain that these lessons are to form a basis for conversation in class and indicate how this will be done.

U In future class work have each pupil read aloud two or three paragraphs, gradually increasing the amount as the advancement of the pupils warrant. Pay special attention to pronunciation.

After a section has been read it should be made the basis for conversation; at first this may be only between the teacher, and the pupil who has read, but later, in order to develop the ability of the pupils to ask questions and to originate sentences, on pupils may be requested to ask questions of another.

The following questions are given only as suggestions upon the reading lesson of the first few pages:

Lesson I.

Who is John? What is an Italian Boy? When did he come to school? What language did he talk then? Why did he not talk English? In what school is he to-day? Who is his teacher? What question did Miss White ask? How do the boys answer the question? What day of the week is it? Why does John wash himself? Why does he comb his hair? At what time does school begin? Why will Miss White see that John is clean? Why does she like to have boys come early? Do you wish your pupils to be dirty? Why does John not wish to be late? Should pupils ever be late at school? What is a neat paper? What is a neat boy? What does John learn in school? Who is Miss White? What class does she teach? What questions does she ask?

Lesson II

How old is Mary? Is she large or small? Have you seen her picture? Where does she go to school? Does she work hard at her lessons? Is she a good pupil? What does she do on Saturday? Why does she play on Saturday? Why does she not go to school? How many dolls has she? What does she say about them? Who is Miss Brown? What does Mary tell her dolls about Miss Brown? What does she wish to teach them? What must you do if you wish to learn? Can you learn without working? Can a teacher learn for you? What does the teacher do? Where does her father work? Where does her mother work? What do you suppose her mother does? What do you suppose her father does? Where do the children work? What does her father get for working? What does her mother get? What do the children get? Do the dolls sit still? Do they learn? Why?

Lesson 17. Page 30

Where do the boys go? How often do they go there? Did all of them go? Why did they go? What did they see? Who were working on the cellar? What were they building? What were the walls made of? Why were the walls built thick? Were the walls finished? Why not? What is a mason? What are bricks and mortar? What are masons who build stone walls called? What are those who build bricks walls called?

How did the brick layers work? What is a staging? Is a staging strong? Would you like to work one one? Why? What did each mason have? What is a trowel? What is a level? A plumb line? Have you ever seen one? Have you ever used one? How is a level used? What is it good for? How is a plumb line used? What is it for? Would you like to be a mason? What should a mason do? Does a mason earn much money? Can he save his money? What does George expect to do when he has saved enough money? Do you think he will do it? Will his father like it?

Hawthorne's "Grandfather's Chair" is to be used for class reading and discussion, and the assignment of lessons is left to the discretion of the teacher. It may be best not to begin this book until the second week and it could be finished by reading an average of about four pages a day. Pupils should carefully read the assigned lessons before coming into the class and the class exercises should be more rapid than the work with the "Book for Non-English Speaking People". The stories read should be told by the pupils in their own words, and rewritten from memory.

A part of every session should be devoted to written work -- dictation and composition. For the former use both of the English texts and any other available material: for composition assign subjects connected with the reading lessons or with the daily life of the people. Always read and correct the written work, returning the papers to pupils.

Make conversational work prominent. Urge all your class to use English in their conversation with each other. In the class Spanish should never be used.

In the Advanced Course "El Idioma Inglés" is to be used in the same manner as outlined for the elementary course, but it is probable that less time need be spent upon this feature of the daily recitation.

Prince's "Courses and Methods" is to be studied as a basis for conversation and discussion in class and for composition: the suggestions for the use of the "Second Book for Non-English Speaking People" in the Elementary Course may be applied to this work.

"The Legend of Sleepy Hollow" is to be read for its literary worth and perhaps should not be studied so carefully as the other English text of the course. Pupils should be led to retell and rewrite the story and may profitably draw upon it for composition material. Assignment of lessons is left to the teacher's discretion.

ASSIGNMENT OF WORK

	El I. I.	B. N. E.	C. & H.
1.	Lesson 1, 2, 3	Lesson 1	Pages 48 - 50
2.	" 4, 5	" 2	" 50 - 52
3.	" 6, 7	" 4	" 53 - 55
4.	" 8, 9	" 5	" 55 - 57
5.	" 10, 11	" 6	" 58 - 59
6.	" 12	" 9	" 60 - 62
7.	" 13, 14	" 11	" 62 - 65
8.	" 15, 16	" 12	" 74 - 76
9.	" 17, 18	" 13	" 76 - 79
10.	" 19	" 14	" 80 - 82
11.	" 20	" 16	" 82 - 86
12.	" 21	" 17	" 86 - 88

List of Irregular Verbs to be carefully read and ten or twelve assigned for learning each day for remainder of course.

13.	Lesson 22	Lesson 18	Pages 89 - 91
14.	" 23	" 19	" 92 - 95
15.	" 24	" 21	" 95 - 97
16.	" 25	" 23	" 97 - 100
17.	" 26	" 24	" 103 - 107
18.	" 27	" 25	" 112 - 115
19.	" 28	" 26	" 115 - 119
20.	" 29	" 28	" 119 - 123
21.	" 30	" 31	" 123 - 126
22.	" 31	" 32	" 193 - 196
23.	" 32	" 34	" 245 - 247
24.	Review	" 40	" 247 - 252

Respectfully,

El W. Lord

Acting Commissioner

KBH - 2228
Enclosures